133 Hanashiro and Oushichan villages to a broad semi-circular valley, the
361 Oushichan plain, with a gentle gradient sloping to the sea. Shortly before the coast is reached there is a sharper drop, and it is in this depression along the shore and the coastal strip that the fishing village lies.

134 The Okinawan clay loams and the Chinen stony clays are also the
133 predominating soils of the area. There are about 85 acres of the gently sloping clay loams, 155 acres of the gently sloping Chinen stony clays. While moderately fertile and well drained, these soils are also shallow and stony, with obvious defects for the pursuit of agriculture. There are 10 acres of deep, fertile poorly drained, slightly acid alluvial soils. These occur along the river and its estuary and in a small former river mouth to the south. There are about six acres in rough stony land.

731 The village has very little storm protection. There are no shelter
133 belts around it, nor are there many trees within. It is open to storms
417 and typhoons, and the water, lashed by the sea, is sufficient to break and scatter the large stones of the seawall. At present, inside the village there is none of the privacy typical of the agricultural villages
361 and their compounds. There are few trees, shrubs, or fences. In the
351 older part of the village, the houses are closely set together. Fishing
227 nets hang on the lines of the yard. In season, the yard is covered with drying fish, fish fins, and fish backs. The yards and the shore are dotted with men cleaning or repairing their boats.

362 The lack of natural beauty of the place is accentuated by the poor-
512 ness of the houses and the other buildings. Its atmosphere is unmistakably different. The village is more commercial and more lively than the quiet
484 and concealed agricultural village. Life is not so much of a routine, for much depends on the weather and the sea. The village has people who have travelled widely. Some of its fishermen have been in the waters of Java, of the South Seas, of the Andaman Islands, the Philippines, and Indo-China.

438 The village's main commercial contacts are with the remaining
[311] agricultural villages of the township from which it must obtain much of its food, for the area is not suited to agriculture, nor is much land available. For wider contacts, there are Itoman about 4 1/2 miles, and Naha about 8 1/2 miles away. Buses go through the village twice a day.
494 The three wheeled cycles are irregular but come and go more often. Fish
368 is sold at Naha. The theatre for the travelling troupe of actors from
574 Naha and for movies is in Horikawa across the river. Many visits are also made to Itoman to see relatives and friends.

727 The war was even more catastrophic for Minatogawa than for Hanashiro.
[361] Before the war, Minatogawa was a thriving, prosperous and well built up small town. About 70% of its buildings had a tile roof and 30% had thatch roofs. There were about 30 stores, sake shops and drinking places, including a geisha house, along the road, serving the fishermen and the stonecutters. Of the 430 buildings in the area, only three were left

1: Glacken E-5 (1951-1952) 1953 AC7 Okinawa AC7

8

Daily Life of the Fishing Village

Fishing families may have informal gatherings toward the end of the day. On a late summer afternoon, the family may sit in the open doorway of the house, for hedges, fences, the barriers, and trees are rare. The wife may be nursing her naked child. Her husband, a fisherman, has changed into his indigo blue and white striped kimono, a tall, broad, deeply tanned man. Next to him sits his mother, over 70 years old, her hands tattooed, as are those of all the old women. She is wearing a kimono of the same color, but of a dot pattern. They sit on unrolled mats. On the veranda, three or four men, unwashed and still in their work clothes, discuss the events of the day. A lacquer tray with tea cups is on the floor near them and the tea (as it so often is) may be cold. There is brown sugar to eat along with the tea. The grandmother may be economically smoking a half or a third of a cigarette in the typical Japanese pipe. As it grows later, the wife gets up, pours some water in the stone mortar, and smashes the sweet potatoes with the long wooden pole. The men continue talking for a while, then take their leave. The wife, her work at the mortar finished, goes into the dirt kitchen to start the evening meal.

The wife of the fisherman has worries that do not bother the farmer's wife. There is always the danger that her husband, or son, will not return, a real possibility, of which the frequency of widowhood in Minatogawa is proof. Every season, there is at least one instance of a fisherman who has either been lost, or whose delay in returning has provoked intense worry. If crews are still out when an unexpected storm arises, there is considerable tension in the village. Since the war, rescues at sea are more likely than before. The village headman quickly reports overdue boats. The American forces have created much good will in seeking fishermen lost at sea.

Women, on the other hand, have opportunities for leisure when the catch is light, or weather is unfavorable. At these times, they can busy themselves with other tasks, in the field, gathering stones, getting miscanthus, but they do not have the unremitting activity of the woman in the agricultural village. There is more visiting during the day than one observes in an agricultural village.

The fisherman, with or without land, tries to keep pigs and perhaps a few goats. In Minatogawa, the pens are often made of sandstone quarried here. Not only the floors and the sides, but the stalls are made of this material. One reason for this is the openness of the village and the danger that pigs will be killed in a storm. A typhoon may carry away the house, its owners having gone to the stronger house of a friend or relative, but pigs are an investment and an asset to be guarded.

1: Glacken E-5 (1951-1952) 1953 AC7 Okinawa AC7

512 821 A fishing village has a different kind of regularity than an agricultural village. Activities in both are determined by the weather. During a heavy rain, everyone is in his house. But the farmer, even with a dark angry sky, can work up to the storm, and often continues working in a mild rain. The fishing village is guided both by bad and anticipated bad weather. On a fine fishing day, the village seems deserted with the men gone, and the women in the homes. But several days of rain or unfavorable weather keep the men home, and the village is alive with other activities, such as repairing nets, boats, and houses. Much of the fisherman's work at sea is at night, either in the actual fishing or in going and coming. [513] For this reason, there is considerable daytime sleeping among them. On off days, the young fishermen loll around, often finding it difficult to pass the time away.

9

Conclusion

226 184 Fishing has become the occupation of a few places, such as Itoman town, some villages on the Motobu peninsular, and Hinatogawa. Ryukyuans have achieved considerable fame for their skill in fishing in waters other than their own, such as their drive-in net fishing in the East Indies and around Singapore.[3] Possibly it is the fewness of good ports, the necessity of adapting requirements to varying local geographical conditions, such as the coral reefs, or the long period of emigration that have prevented the large scale development of fishing on this island and insured the dominance of an agricultural life.

262 [435] [251] [439] It is also a striking fact that, on this small island where no village is far from the sea, fish is an uncommon article of the diet. The explanation is simple. It is a problem of distribution in which two considerations are involved: the higher prices obtainable in Naha, and the difficulties of preserving fish while distributing them through the rural villages. More often than not, the fish in a farmer's diet is the dried sardine or a canned fish from Japan, not the local catch.

Part 2

The Quarries of Hinatogawa-Nagamo

1

Introduction

324 [458] Hinatogawa is famous throughout Okinawa for its stone. Stone from the village and its environs may be seen in many towns and villages of the island. Before the war, there was a flourishing boat trade in wood and stone between Hinatogawa and the northern region. The fine

3 For a recent statement, see Aquatic resources of the Ryukyu area, as cited, 7-9.

1: Glacken E-5 (1951-1952) 1953 AC7 Okinawa AC7

3

Daily Work Habits

● 512 The people of a village are continually busy. Their daily work habits depend on the season and the type of work. The work day of the fisherman is the least predictable because his activities are more sensitive to the present and anticipated weather. Most farmers continue working in their fields in a slight rain, but activity ceases with heavy rains. While the farmer works steadily and hard, there is a certain elasticity in his schedule. He does not go to the fields every morning at exactly the same time. Neither does he feel compelled to put in a full day's work every day; he is guided more by the tasks to be done. Work is interrupted by an occasional smoke or conversation with friends or neighbors passing by. There is a routine in daily life, but it is not strictly adhered [264] to. Meal times vary from day to day sometimes by an hour. Time may be taken out from the fields to gather firewood, make bean curd, to dry out bean pods, or to fix up one's house. Three or four days in [476] a row may be devoted to helping with another's house. The sun is [805] the guide to time. Most houses have clocks but few are running and they are not well regulated. Perhaps the chief distinction between agriculture and fishing work is that in the former, the tasks of all blend together.

A farmer's work day in summer begins about 8 or 9 in the morning and ends almost the same time in the evening. Full advantage is taken of the daylight hours. In summer, the evening meal is not eaten until 9 and often later. By the time the meal is finished and the table cleared, it is ten. After short visits within the family, or with neighbors, the farmer retires about 11. In the winter, the routine is the same, but the day's work stops earlier, and the evening meal is at about 6 P.M. The fishermen do not have this unbroken routine. There is often night work and the day may be used for sleeping. Intense activity is followed by periods of greater or less leisure.

4

Clothing

175 292 565 [286] 291 [537] 000 The history of costume in Okinawa is full of interest, but it is too broad a subject to deal with here. In the old Okinawan kingdom, clothing and its color, hair pins, caps, and other articles of men's wear were used to designate rank. The clothing of the commoners had much less variety. Until quite recently, banana fibre was used in farmers' clothing. A dyed indigo kimono, stripes for men and dots for women, is still worn.

Present day clothing is of a non-descript character. The war

915 857 not use household equipment in their games. Instead they find broken dishes, old cans, and other discarded items in the trash heap. Children do

354 [716] [654] The kitchen has no equipment other than the open fireplace with three hearth stones and a shelf above it on which a salt column, symbolizing kitchen deities, is kept. During the last few years, the Ryukyan government Home Extension Service has been trying to introduce brick stoves into farmhouses. Several families now have this kind of stove although it is expensive to build.

356 As far as can be superficially discerned, the home is kept clean. A visitor usually finds the floor of the house free of dirt. Footgear is taken off before entering, and children are reminded to wash their bare feet before going into the house. Less care is given to the area around the kitchen.

312 415 Outside the kitchen stand one or two jars to store water. A dipper is kept nearby, and children playing in the vicinity or adults often walk to one of these jars for water, which they drink out of a dipper. There may also be an array of pots, pans, crates, baskets, and other equipment piled up around the kitchen. Knives and hatchets are openly left around among the equipment behind the kitchen.

351 [531] [514] [364] The courtyard is an important place for domestic activities. Here women and girls wash dishes, mix pig food in large kettles, make bean paste in a hand stone grinder, and prepare grain for storage. There are vegetable patches in one corner of the yard, chicken coops, pigsties, goat pens, and an outhouse in another. Most garbage is fed to the pigs; the rest is thrown over the sea wall to roll down onto the beach.

* * *

Chapter 2

Daily Routine

805 512 There are few clocks in central Taira. Except for the township office, post office, and village store, only two or three families own a timepiece. Twice a day, at noon and 10 o'clock in the evening, a clerk strikes

an empty oxygen bottle with a wooden mallet to mark the time. The noon bell tells people in the fields and mountains that it is time for the midday meal and helps those who have a clock to compare the time. The evening bell indicates that it is time to end the day. Schoolchildren do not need a clock, since they get up early in the morning and go to school soon after, knowing that they are probably early. For most adults, daylight and sun position are enough to tell the approximate hour of the day. Some take arrival and departure of the bus, four times a day, as a point of orientation.

Old women are the first to rise in the morning. Long before dawn during the winter, or with the first light of the summer day, they get up and start a fire to boil sweet potatoes and heat the soybean soup. Blue smoke rising through the thatched roof into the early morning sky indicates that life in the village has begun. Children soon awake. The door is pushed open and a sleepy child appears to urinate off the edge of the house. Men are the last to rise. Considering the effect of the sake which they may have consumed on the preceding evening, it is remarkable that they are able to wake up so soon. By 6:30 the sleepiest person has risen.

The addition of outer clothes to the underclothing in which most people sleep is simple. Cold water splashed over the face and a quick turn at the toothbrush is all the toilet needed to begin a new day.

The task of folding comforters and taking down the mosquito net falls to one of the older children or to the mother. Older children and young girls help to carry water from the tank, the first task that has to be done after getting up. After breakfast, women feed the pigs. By about 7 o'clock everybody is ready for work. On a good day people leave for the mountains or start toward their fields—schoolchildren are on their way, too.

By 8 o'clock, except during very poor weather, the village is left to the old people and young children. Little boys and girls hang around, waiting for kindergarten to start at 9 o'clock. Play begins for them after they leave the house in the morning and does not end until evening.

For men and women, the routine of work in fields and forests is prescribed by seasonal activities which demand their special attention, but there are daily chores, such as digging potatoes, picking vegetables, and collecting feed for the animals and firewood for cooking. Only a few men who go to the mountains, taking their midday meal along, are away all day. The rest come and go during the day from the rice paddies, potato fields, or forests, so that there is repeated contact between children and their parents. A young child, even if left in the

care of an older sibling or the kindergarten teacher, therefore has a chance to see the mother. Men and women who have gone to the mountains return with their first load of wood around 10 o'clock. The mother will return again around noon and prepare the midday meal: noodle soup, fried cabbage with dried shrimps, perhaps rice, and always sweet potatoes. After lunch there is a short rest period. During the hot summer months this rest extends to an hour or more, and on the hottest days people lie in their houses sleeping during the noon hours. Midday is also a time for social interaction. There is some visiting back and forth. Old people always seek each other's company, and younger ones back from the fields or forest may join them for a while.

Toward evening blue smoke indicates again that food is being prepared. Pigs are fed by the women in late afternoon. Then women, young girls, or boys fill water buckets and carry them home. After 5 there is a heavy run on the tank or faucets, and this is often the time when families start preparing a bath. It takes until dark to warm up an oil drum filled with water and heated underneath by scraps of wood and twigs. People take their bath after dark. Since the bath house was destroyed during the war, ablutions take place outside near the tank under a faucet or in an old oil drum in one's backyard.

Young men who return from the mountains wash their horses in the sea. The women who sell fish call on each house at this hour to peddle their wares. The village store, which has only seen a few customers in the morning and during noon, now has its busiest hour. Mothers send their children to buy noodles, kerosene, rice, or seaweed or else they come themselves, a baby on their back or the toddlers following them.

This is also the hour when the young men and women gather to do joint work in the fields of their association or to play volleyball on the playground. Meanwhile, all forest workers have returned and busily cut the last pieces of firewood, bundling them before the store clerk comes along to buy the load. Some adults sit near the playground and watch the children.

Work goes on until dark. Only then do families gather for the evening meal. During the summer this may be as late as 8 o'clock. For many families this is the only time during the day when everybody gathers in the family circle. At this time family affairs may be discussed and plans made for the next day's work or other pending matters.

The evening meal consists of rice, a bean paste or noodle soup, and some fish. Meat is served occasionally if a goat is killed or on holidays when someone has slaughtered a pig. Most families cannot afford to buy more than small portions of meat, which are fried or made into

soup. Nothing is wasted and leftovers are kept for the next meal. The majority of people are fast eaters, and chopsticks move from bowl to mouth quickly and deftly. Some families eat silently, others enjoy talking during the meal.

Before and after full moon, people like to go out after supper and gather in small groups by the store to talk and smoke or to visit each other. Less running back and forth is observed during dark nights. There is also a seasonal variation in that respect. On cold winter nights, or when it rains, doors are closed early, and visitors slip into the house by the side kitchen door. On warm nights all houses are open, and one can see people sitting in their living room by the light of a kerosene lamp; passers-by just call over and then go in for a chat. Guests are served tea, bits of brown sugar, and other sweets. Men get together at this time and start talking over a cup of sake. A relative or neighbor, bottle in hand, walks in and joins the party. Here and there somebody pulls a samisen out of the corner and starts singing.

Evenings are also the time for village meetings, finance group meetings, family gatherings, and other formal get-togethers. Several times during the week a light shines from the village office or the store office, where some of the village leaders meet to discuss community affairs. In the winter, household-head meetings or other general meetings are called for 8 o'clock; in the summer they do not start until 9 o'clock. In the absence of clocks, few meetings ever start on time.

The young men and women have their get-togethers at the clubhouse in Udenaha. Both sexes attend, sometimes for lectures by a village official on village affairs, sometimes for lessons in bookkeeping and the use of the abacus in business, for which one village leader dedicates his time, or for other educational purposes. Once a week they have a social evening with discussion and sometimes folk dances. On nights when no meetings are scheduled, young men gather at someone's house to smoke, drink, or sing together. If enough sake is available, parties can become noisy. Occasionally a fight or quarrel starts later in the evening after everybody has drunk steadily. Such interruptions on quiet evenings are rare and seldom occur more than once or twice a month. Loud singing at midnight or later, a group of gay men knocking on somebody's door, these are the only disturbances an early sleeper may experience if a party is held somewhere.

By 11 o'clock mosquito nets are hung in the rooms and comforters spread on the floor. Except in the house where men gather to drink, quiet descends over the village around that time. Individuals, however, may be seen until long after midnight. Taira goes to sleep late, and although people claim that everyone gets eight hours of sleep, it

512 513 is more likely that the majority of adults have to be satisfied with six and a half hours.

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Chapter 3

Basic Economy

INTRODUCTION

241 433 Taira depends on its fields and forests for a living. Rice and the sweet potato are the principle staple crops; wheat, beans, and vegetables are additional subsistence crops. Firewood and building materials, sugar, pineapple, and silk are main sources of cash. Tea is raised for home consumption.

311 [943] [944] Since the few rivers around Taira are short and the valleys narrow, the area available for wet rice cultivation is limited. Farm land for sweet potatoes is also not too abundant in this mountainous region and is located either on the gently sloped hills or on a few plateaus between valleys. Here and there it rises on skillfully terraced steps along the steep sides of mountains.

311 423 241 The size of land holdings and the quality of soil partly determine whether a family is able to grow additional cash crops or merely subsist. The average holding for each family is about 5 acres of rice land and 6 acres of other farming land. Yet it is important to note that the [433] range and quality of this land vary widely. Some families own only 1½ acres of rice land and an acre of other farm land, while others own as much as 14 acres of rice land and 12 acres of other farm land; good rice paddies produce three times the quantity of poor ones and are wet [511] enough to allow for two crops per year. Of the 141 families questioned, only 15 grew enough rice to be self-sufficient; 123 had to buy extra [433] rice, and only two families raised a surplus for sale. All families grew enough vegetables for home use, and only 18 bought sweet potatoes. Sixty families grew a surplus of vegetables and 16 a surplus of sweet potatoes.

as usual. It was an affair organized by the women leaders, which, though a little slow in starting, turned into a gay carousing for the older women, who were less inhibited than the younger ones and needed little encouragement to drink and dance.

The daily life of a woman is more monotonous than her husband's and she has less leisure and recreation. After a day of hard work, men sit down alone or in groups to spend the evening in relaxation with a bottle of sake. After a short time they show signs of pleasant intoxication and all burdens of life seem to disappear. Such recourse to carefree diversion is generally denied women. Instead, they are loaded down with household chores and care of infants and guests after a day of work in fields and forests. They spend their little free time exchanging news with other women or talking with other family members or visitors who assemble around the charcoal fire in the back room during winter evenings. Only women of advanced age feel free to join the men in drinking at home.

Men have greater sexual freedom. They are at liberty to have affairs with other women outside the village and on trips to the city may visit tea houses and afterwards enjoy the favors of a prostitute if their pocket books allow.

Status differences based on age are reflected in the social structure and clearly denoted in the kinship terms. There is a special term of reference and address for "first son" and "first daughter" and for "older brother" and "older sister." As mentioned, ideally the oldest son assumes responsibility for the household, for his parents, and for the ancestral tablets. Even if he leaves his parental home temporarily or permanently for the city, where economic prospects are better, he remains the nominal household head and sends money back to his family. Theoretically the oldest male may retain authority until death, although in practice most men retire from this position at the age of 61. Their retirement is made official by an entry in the population registry. They continue to live with their oldest son and act as advisors and critics. A man's loss of authority with age occurs around his late fifties and early sixties and is evidenced not only by his retirement but also by his loss of the right to vote in village meetings. Veneration for age itself therefore, does not exist. Actual behavior toward the grandparental generation, all the members of which are addressed as "grandmother" or "grandfather" regardless of actual kinship, is warm, mildly playful, and indulgent. Disrespect, however, is absent.

It is characteristic of the relationship between children and grandmothers that in addressing nonrelated old women, the suffix *-san*, which denotes respect, is most often dropped for the "grandmother"

before noon but for the fact that she had to return to attend to the infant.

If a grandmother is available, the mother straps the 3-to-4 months old baby onto the grandmother's back in the morning and goes off to the mountains with her husband to haul firewood or to the fields to cultivate sweet potatoes. For the first six months she returns to the house frequently during the day to nurse the infant. It is likely that while the infant demands feeding at short intervals, a mother will work in or around the village. At one of the locations for firewood bundling she can make the bamboo rings, fit the cut wood into them, and stack the bundles.

Throughout the morning hours grandmother, with the infant on her back, wanders about the village. Occasionally she offers her dry breast to the bawling infant who cannot seem to wait until its mother returns from the fields or mountains. If the mother is nearby, she hurries so that the infant does not cry for long. When the hour for lunch approaches, the grandmother hurries home to begin preparations for the noonday meal. As she walks, the infant's head bobs up and down, forward and back precariously, but it continues to sleep undisturbed.

After lunch has been eaten and the infant nursed, the adults in the household sip their tea and rest for an hour or so. Within that hour the mother may play with the infant or nap with it nestled in her arms. Rousing themselves from the noon nap, the adults return to the mountains and fields. The infant is again strapped to the grandmother's back, but this time as she slowly wends her way to the main thoroughfare, she calls out to someone in a house which boasts one of the few clocks in the village. "Hey, what is the time there?" The answer will quicken her pace, for it is near the time for an older sibling to return from school. As she reaches the main street, she joins other grandmothers as well as mothers who are anxiously scanning the direction from which the schoolchildren return. Each admires the infants on the other's back and exchanges timely topics of the day, but as the minutes pass and no children appear, they begin to grumble about the "irresponsible siblings who *must* be playing on their way home." At last the older child returns, and the grandmother hurries home with her charges, promptly transfering the infant onto the back of the older sibling. The old woman rushes to get her hoe and basket, mumbling to herself about the quantity of potatoes she should harvest for the next day's use.

An older child who ignores the crying of his infant charge will be criticized severely by his peers. If the mother happens to be in the

858 doing. He is made to feel and understand that all the things he did as
866 a kindergarten child are reprehensible. His long walks to and from
872 school give him a sense of independence in spite of the fact that classmates and siblings accompany him. The adulation of kindergarteners, who hang on to everything he reports about his new experience, creates in him a sense of superiority which he never fails to emphasize. "You don't know how to write your name . . . see, this is how you write . . ." he fairly sneers at the wondering, admiring 3- to 5-year-olds and scratches the syllabary in the sand with his fingers.

MORNING ROUTINE

●512 The first grader rises early the morning of his first day of school,
872 rushes out to the pot of water standing in the yard just outside the
857 kitchen door, splashes the cold water over his face, brushes his teeth, and re-enters the house. He shivers a bit in the cold, damp morning air
[291] as he struggles to wiggle out of the clothing he wore the day before and into an outfit specially designated for school. He remembers that he has a new pair of canvas shoes and runs out to wash his feet. Clothed and shod he peers into the darkness of the house, waiting impatiently for signs of stirring. From around the corner of the house his grandmother mutters as she goes about her task of starting the fire under the soup pot.

While his mother and grandmother prepare breakfast, he sits looking through his new books; a reader, penmanship notebook, an art book, a music book, and a nature science book. His father is the last to rise, and as he goes stumbling out to wash, his mother calls for someone to amuse the baby who has meanwhile awakened. His older siblings, who are still preparing themselves for school, feign surprise as the new first grader moves to the baby. "Yah! Look, the first grader is all ready!" they laugh.

As the morning meal of rice and soup is hurriedly eaten, the adults instruct the first grader not to disgrace himself and to listen to the teacher. Already the cries of other first graders are urging him to be off to school. The older siblings leisurely gather books and lunches together, but the first grader runs out to join his classmates. All question each other excitedly for "forgotten things." Their mothers stand admiringly, but a few are disgruntled. "It is still too early to start. You are not to be in school until a half hour before the beginning bell," they warn. A sympathetic old woman volunteers, "Go, it is a long way and you will take longer to walk," she advises as the little group starts

off. One or two anxious mothers accompany the group "to see that they will be all right on their first day of school."

Walking down the road to school, the child smiles proudly as adults comment, "Hah! See how he struts, that big first grader!" He moves to the side of the road as a big lumber truck comes rumbling along and remembers the warnings about the steep bank near the river. The older schoolchildren, walking more leisurely, lag behind and keep a close watch on their younger schoolmates.

SCHOOL ROUTINE

When they reach the schoolyard, the older children run to their rooms to drop their books so that they can play unencumbered, but the first graders cling to their books and lunches. Gathering into little groups according to their villages, they inspect each other at a discreet distance. As the elementary school is situated in the neighboring village of Kawata, which is visited frequently by Taira villagers, the children exchange notes on the extent of their acquaintance with this bigger, older place.

At last the bell is sounded by one of the teachers. Immediately there is a cry to gather. Each class forms two lines in front of their respective teachers. There is bedlam in the first-grade lines as the only boy from one village is directed into the boy's line and separated from the three girls with whom he had walked to school. The principal calls out impatiently for all to straighten the lines. He calls out signals, "Extend arms forward, palms down, fingers barely touching shoulders ahead." Teachers survey the lines and call out to those who mar them. Arms are dropped. Girls are instructed to stand with their arms to their sides and boys with their hands folded behind them, their feet slightly separated.

From his perch on a 3-foot-high concrete block, the principal calls out the signals again, and the whole procedure of lining up is repeated; this time, however, he holds them at attention in a formal position. In crisp tones he calls out, "Pupils, good morning!" Instantly the children respond, "Teacher, good morning," bowing gravely. There is some confusion in the first-grade lines, but the teachers quickly attend to it.

Standing once more in a relaxed position, the students listen thoughtfully to the principal's message. He welcomes the first graders and commends them for their orderliness but warns them to behave like first graders and not kindergarteners. There is an amused ripple

2:Maretzki & Maretzki E-5 (1954-1955) 1963 AC7 Okinawa AC7
Taira

by bystanders. Hurrying home, they put their books away carefully, change their clothing to that designated for play. The girls, eager to assume their new status and the responsibilities that go with it, hurriedly sweep and mop the floors of the house. The boys, who are less interested, rush out to play. Those with younger siblings are promptly entrusted with caretaking duties, and mothers and grandmothers go off to the fields.

At 8 o'clock each evening, even before the village bell is sounded for schoolchildren to start studying, the first graders are on their way home from their after-supper play time. On a quiet, still night their voices are loud and clear and their recitations spirited in comparison with those of the older children.

OBEDIENCE TRAINING

Not only in school is new behavior expected of the first grader. He must now be more obedient toward his elders. Adults, however, differentiate between commands for the performance of tasks and rules of safety. The standard, or more specifically the ideal, would be to command unquestioned obedience in both cases. The practice falls far from this mark, for adults lack persistence and consistency in the treatment of task performance. Obedience to rules of safety, however, is enforced with greater consistency.

There is, of course, the disposition of the adult at the time when obedience is expected, which the child learns to discriminate very early. Children are more apt to obey their elders when the latter are tired and irritable after a hard day's work than when they are relaxed. It was interesting to observe children teasing parents and escaping obedience when the adults were relatively relaxed. "Bring me those things there," a parent would command a child. The child would laughingly shout "No," and run away without punishment. For this disobedient act a child would be spanked if the parent were tired and harassed. "If you do not listen well to adults, you will grow up to be a good for nothing, a criminal," warns a mother. But adults in their inconsistent handling fail to impress on children the virtue of obedience.

It is interesting that, in their relationship with adults other than their parents, children are often more obedient. People of special status and authority enjoy greater obedience from children. Teachers and village officials usually find their orders fulfilled. Shortly after the new water faucets were installed throughout the village, children be-

2:Maretzki & Maretzki E-5 (1954-1955) 1963 AC7 Okinawa AC7
Taira

855 as the child began to fuss or show signs of fatigue. The kindergarten
593 child often directs his succorant appeals to his father, particularly
in a nuclear family, but the father in turn directs the child to his
861 mother. Should there be any discrepancy in thought as to the way a child should be handled in specific problematic situations, the mother will defer out of custom to the father. Such cases, however, are rare, for men, in informal interviews, generally felt that "women knew better" where children's affairs were concerned. Only one out
[124] of 24 fathers believed that he should "train and discipline" the male child and his wife should confine herself to the female children.

The school age child seems to have more fear of his father. "If father is at home," reports one mother, "the children returning from school go about quietly putting their books away, clean the yard, study, then take the younger siblings out with them to play." She added, "If father is not at home, they drop their books on the porch and run out to play, leaving the house and yard in a mess and me with the babies!"

593 It should be noted that fathers spend less time at home than any other member of the household. Men who work in the mountains
● 512 go out after the morning meal and often do not return until dark. A man returning at noon seldom sees the children, who are out playing or at school. Since there are no weekly rest days, children see their fathers mainly in the evening after dark or on holidays. But even then fathers spend their time visiting around or entertaining neighbors and relatives in their own homes. Contact with father is, there-
593 fore, only sporadic and is not affected by a special desire on the part
855 of fathers to spend time with children. It should be noted, however, that the mere presence of the father in the house has an effect on the child's behavior.

Next to mother and grandmother, older children in the household are very important child-rearing agents. These are mostly the older siblings, but occasionally a young unmarried aunt or uncle who lives with the family looks after a child. Children between the ages
[857] of 5 and 12 take care of younger children; adolescent siblings or aunts do so to a much lesser extent. The obvious reason for this is that in the distribution of duties in the home, the care of a younger child falls to those who are not otherwise burdened with such responsibilities as exacting studies during junior high school or economic activities in fields and mountains, which begin after graduation from school. While adults, except for the old folks, are in fields and mountains, a young child spends much of his time on the back of the older kindergarten or school age sibling or as a toddler in tow of an older one.

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help the people. Then I can buy food with the money I earn and save some for a new house." Other boys, too, revealed a combination of achievement-oriented and nurturant needs and over-all qualities of responsibilities which characterize leading adults in the community. But there are also dependence needs in boys, such as expressed by this 10-year-old, "I would like to be the youngest baby . . . because everyone loves that one" (in response to the question "If you could be anybody in the family, would you like to be a father, mother, or a baby?") But the answer of a 7-year-old boy: "I want to become father, then I can raise potatoes, rice, and other things" is more typical of the Taira boys in this age group than the previous one.

Girls were quite explicit in their nurturance motivation, but they, too, used answers to reveal other desires. "I'd like to be mother so that I can cook and go to the mountains" (6 years); "I'd like to be 14, then I can fetch water and go on real errands and get money," and by the same girl (7 years), "I would like to be like K. (a girl of about 20 years) because she is an employee of the *yakuba*" (the servant and general helper at the township office). Several girls wanted to be the age of their older sisters, because, as one (6 years) said, "She buys things for me and she can buy all kinds of things for me." A real strong dependence need and a reflection of economic privations in her family, one of the poorest in Taira, was revealed by a 6-year-old girl: "I would like to become someone else's big sister . . . like the Kawata (village) rice miller's . . . because then I can eat a lot of rice," followed by, "I'd like to be Y. (baby sister) because she is small . . . because she is not even in kindergarten and father and mother will take me around with them."

Taira female adults' roles are apparently well recognized and correctly interpreted by these girls, and identifications are appropriate. Only one girl referred to a professional career, open to women, but her answer reveals very practical reasons for achievement striving: "I'd like to be a teacher, then I can do well in studies and do all kinds of studying . . . can earn money. With that money I can buy clothes and hats. And when anyone speaks *hōgen* (dialect), I can hit them with a stick and give them all failing grades. . . . Then I'll feel good!"

SCHOOL ROUTINE

The school, like the parents, expects more of the 8- to 12-year-olds. The session is longer, lasting until 4:00 in the afternoon and reducing

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the time for play, tasks, and homework. A child now spends eight hours in the school setting. Children are more matter of fact about school. They are slower to start in the morning, often playing a quick game before leaving the village.

The school schedule is more routine but still flexible. Some of the students do homework and prepare for classes while others play until the morning school assembly. From their arrival at school until they leave in the afternoon, children are under moderate supervision but by no means subject to severe discipline from teachers. The atmosphere at school is friendly, almost intimate at times. There is nothing to frighten children, and none shows signs of unhappiness or anxiety as a result of being away from home and in another village. Most of the boys behave with little restraint, while girls are much quieter and more responsive to occasional reprimands from teachers seeking order. The classroom atmosphere remains informal through all grades. Children call out answers spontaneously or make loud comments. Some move freely in the room during lessons or leave for the toilet.

The informality in the classroom is also illustrated by the occasional presence of a teacher's young child, who is taken along by his parent if no one else can take care of him at home. Off and on, a student's younger sibling also sneaks in and sits quietly through a lesson. Physical privations are not considered conducive to learning. A child who was not able to sleep adequately during the previous night will not be disturbed if he falls asleep in the middle of a lesson. If on a hot, sultry summer day children are sluggish and fail to respond, teachers ease up on their demands accordingly.

The classroom situation may best be described by an excerpt from field notes, taken in the fifth grade.

The male teacher is going through some new expressions from their reading material with the class. Children have their notebooks open and, as the teacher explains, take notes. Boys interrupt by shouting something, a suggestion, an answer, a question. The teacher hardly disciplines at all. He does not object to interruptions. K. (10-year-old boy), who apparently tries to show off as observers enter, shouts as "crowded streetcars" are discussed by teacher, "What would happen if somebody beats you in a streetcar?" Teacher seems to disregard this question. A little later K. interrupts two more times. Boys and girls sit apart; about one third of the students are girls. The girls hardly speak up during the session. In discussing the word "insensitive" one boy shouts as example, "I am insensitve to teacher's scolding." This is accepted as an example. There are three boys who have taken their shirts off on this warm morning. Two put them on as observers enter. After a while the teacher says, "Let's close this now." Somebody shouts, "Arithmetic," and the teacher concurs. He then gives addition problems by rapidly calling for sum-

857 526 [157] fun of it, but few signs of involvement with attaining outstanding performance. Losers are not teased or ridiculed, although a good performer is occassionally given an encouraging remark by others who practice.

Group games are usually played after the schoolchildren have returned to the village. One of the popular games is a version of prisoner's base similar to that played in the United States. This game is played with much yelling, laughing, and noisy challenging. Equally popular is a version of "kick the can." This game is exciting and fast moving. It is a game which can lead to arguments, since one must trust the honesty of the person who is "it" and claims to have seen another player. Brief arguments arise and are quickly settled. Part of the fun seems to be teasing and challenging the tagger.

535 857 [527] [871] These are games that children may play on any day in the year. During holidays they are sometimes asked to entertain adults with dances. Little girls learn the traditional Okinawan dances from kindergarten days on, either by watching or by coaching of an older person, a friend, one's older sister, or mother. Neither kindergarten nor school programs include the teaching of such rich Okinawan heritage as classical dances. Boys do not begin to imitate the burlesque dances of their male elders until adolescence. But they are sometimes invited, together with girls, to present group dances or little plays for the adults. Adults seem to enjoy most the performances of Okinawan dances by little girls who may have learned the rhythm and movements but not the restraint of serious adult presentations. They are delighted if a 6-year-old, dressed in bright-colored costume, innocently wiggles her hips in a rather suggestive way.

857 [156] Children who perform for adults show no stage fright. At school, where little sketches are presented on the stage, there is a complete ease in improvising. Nobody is embarrassed if he forgets a line, a song, or a cue, and the recitation contests which we have already mentioned are carried out with much zest.

[512] Schoolchildren are supposed to remain at home after 8 o'clock in the evening to do their studies. This rule is encouraged by the school but rarely enforced by parents. Many children, boys and girls, appear outside after dark, and on moonlight nights they often resume their playing. Off and on, a couple of elementary schoolboys are attracted to the store where the village truck arrives with goods from the city after nightfall. There they stand in the dim yellow light of the kerosene lamp, watching, helping, or just listening to some of the men who come to have their sake bottles filled. If a bath has been prepared for their families, their turn will come sometime after the older males in

[515] [512]

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the household have had theirs. By 10 o'clock children have finally disappeared from the street and paths.

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had complained to the police about this but the police had said that this was a mental disorder and therefore not their affair. The disregard shown the young boys in this case accords with Okinawan attitudes toward children discussed elsewhere; they are not developed enough, perhaps, to be corruptible. Another example is that of a male employee of a 'ryōtei' in another city who is in the habit of putting on a woman's kimono and wig and singing in a falsetto voice for the amusement of male guests. He is not known to "take guests" but is very effeminate in his ordinary manner. School girls are said to form strong attachments to one another, but there is no indication of the persistence of such relationships. 838 [858]

The terms for the sex organs, tani, "penis", and hoo, "vulva", are used rather freely by older persons, but children are expected to use them only for serious purposes. It is said that if children used the terms repeatedly in joking they might be scolded for "dirty talk". An old woman once told me, in the presence of several younger women and a twelve-year-old girl, an amusing story about an old woman who always sat with her kimono pulled up and was therefore called "Hoo-Hai Ayaa", "Mother Vulva-Visible". Everyone laughed but the girl, who looked rather embarrassed. After the battle in 1945 when American food was issued in quantities, Okinawans became familiar with wiener sausages, which they still remember with relish as tani-gwaa, "little penises". As in Japanese, the word for sexual relations is formed by adding the verb "to do" to the word for vulva. This term would not be used before children or in polite conversation. 834 864

2. Sanitation

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An American, watching the habits of daily living of an Okinawan family, may find his first impression to be one of shock. In the morning the sliding doors that kept out any fresh air all night are pushed open and the children, dressed in the underclothes they have slept in, walk sleepily to the step and urinate off it. Father steps down and walks a few feet around the side of the house and does the same. Grandmother is already in the kitchen preparing breakfast and smoke soon fills the upper air in the main part of the house, looking for a way out in the absence of a chimney. Father goes to the well with a small towel around his neck, throws cold water over his face, and washes it with a little soap. He then brushes his teeth long and hard and puts the family toothbrush back on the hook for Mother to use later. Mother takes down the great mosquito net the family has slept under, folds up the quilts, and brings out breakfast---tea, a thin soup, and sweet potatoes. Soon tea grounds and potato peels come flying out into the ground in rapid succession. A chicken walks in from a neighbor's yard, pecks diffidently at a potato peel, and walks on, leaving a token of gratitude behind. The sun begins to warm the air and the flies to swarm around the toilet behind the house, into the kitchen, across the remains of the family's meal in the main rooms, and around the scraps in front. Father goes to work and the older children go to school. Mother washes the dishes at the well, in cold water without soap, and leaves them to dry in the sun. Flies light on them. [514] [515] [264] [351] [264]

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The visitor looks into the toilet. It is an oil drum with a platform over it and a wood and canvas shelter over that. The cover is off.